



Weekly Bible Study Resources

Weekly Bible Study Sunday School Workbook

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Designed for those in Junior High and beyond

For week of January 13 - 19, 2014

Note to Teachers: The ideas for teaching Sunday School in this workbook are student-centered and each Section has a different idea for teaching in this manner. The purpose is to engage the students in active learning that will impress their thought and lead to deeper understanding of the spiritual truths. There will not be sufficient time to implement all these ideas, but you will be guided to use those that best fit your class, and of course, the hour is under the direction of the Holy Spirit. "And all thy children [students] shall be taught of the Lord" (Isaiah 54:13). Each class is a joyous adventure. — *PrayerfulLiving.com*

Subject: Life

This lesson shows us how a spiritual understanding of Life breaks the limits of time.

Golden Text

"My times are in thy hand" What does this mean to the student?

Responsive Reading

The responsive reading provides a series of verses from Psalms that show how we are cared for by divine Love.

Some suggested verses to discuss:

1. Ps 27:1 How does the understanding of God as light and strength help us conquer fear?
2. Ps 27:4 How does this verse expand if we substitute the word 'consciousness' for 'house' so it reads "I may dwell in the consciousness of the Lord"?
3. Ps 27:5 What does it mean to be set 'upon a rock'?

4. Ps 15: 28 What does it mean that God will “light my candle” or “enlighten my darkness”?

Section 1

Bible citation 2 “This is the day the Lord hath made; we will rejoice and be glad in it.”

(Ps 118:24)

Encourage the student to start their day with this thought. They could try it for a week and then share how it blessed them each day. You may also wish to refer them to Hymn # 342.

Bible citation 3 “I had rather be a doorkeeper in the house of my God, than to dwell in the tents of wickedness.” How many ways can the student find to adapt this verse to their own experience? For example:

1. I would rather keep my thought on Love than to say bad things about someone.
2. I would rather be honest than dishonest.
3. I would rather obey the commandments than to break them.
4. I would rather express pure thoughts than to act impure to get along with others.

There are many other examples using this verse and the student could explain why they would make the choice on the side of Godliness.

Bible citation 5 “Thou crownest the year with thy goodness;” How might the student apply this idea to the start of a new year?

S&H citation 2 “Whatever is governed by God, is never for an instant deprived of the light and might of intelligence and Life.”

Does the student believe this? Why or why not?

S&H citation 4 gives an example of the sun appearing to move but presenting only an illusion of sense. This can start a good discussion as to why we need to challenge the material senses.

Section 2

Bible citation 6 (Ps 90:4) “For a thousand years in thy sight are but as yesterday when it is past”

Bible citation 8 (11 Peter 3:8) “one day is with the Lord as a thousand years, and a thousand years as one day.”

What can these two verses tell the student about the concept of time? Mortal time is a human convenience but is meaningless to God.

How does following these S&H citations help the student understand this idea of time.

1. S&H citation 6 “Eternity, not time, expresses the thought of Life, and time is no part of eternity.”

2. S&H citation 7 referring to 11 Peter 3:8
3. S&H citation 9 God's day

After considering the above you may wish to ask the students to explain in their own words:

1. What is time?
2. What does eternity mean?
3. How are these terms the same? Different? Explain.
4. Does this change their view of time? How? What about how we think of age?

Section 3

This section discusses agelessness. Why should a young person even consider aging?

What does a mere number have to do with our life?

What do the following mean to the student?

1. Bible citation 9 "bring forth fruit in old age"
2. Bible citation 10 "prepare thine heart"
3. Bible citation 11 story of Caleb

S&H citation 10 Discuss what the following citations mean to the student

1. Life is "not measured by calendars"
2. "The measurement of life by solar years robs youth and gives ugliness to age"
3. "Time-tables of birth and death are so many conspiracies against manhood and womanhood"

S&H citation 11 A great story to discuss. Students are often fascinated with the story of this English woman. You can ask them their thoughts on the story and how it may alter the way they think of age.

Section 4

Bible citation 14 How do we "fight the good fight of faith"? What does this mean?

Bible citation 15 The story of the woman with an "issue of blood" (constant bleeding) shows us how even a long standing problem is healed by turning to the Christ.

Some ideas to consider:

1. The woman had spent "all her living upon physicians" but was not healed (verse 43). If the student has a long standing problem how do they decide whether to turn to a material solution or to God for their help?
2. The woman "came behind him, and touched the border of his garment" (verse 44). Why did she do this? The border of a garment can mean two things: it could be the tassel on the corner of a garment which was usually thrown over the left shoulder as a reminder of Israel's obligation to the law

- (Deut 22:12) or the fringe on the end of the garment that was also considered a reminder of the special relationship between God and His people (Num 15:39).
3. What did Jesus mean when he asked “who touched me”; couldn’t he see the crowds around him, all pushing to get near him?
 4. The woman would have been considered ‘unclean’ yet was bold enough to go into the crowd and approach Jesus, even touch the hem of his garment. This took courage, do you think that this was because she was desperate or had faith in Jesus?
 5. When the woman confessed what she had done, how did Jesus respond?

S&H citation 14 How can we follow Jesus as explained here?

S&H citation 15 “Correct material belief by spiritual understanding, and Spirit will form you anew...” What does this mean to the student? How does it fit the story of the woman healed?

S&H citation 17 How do we “agree to disagree”?

Section 5

Bible citation 16 What does it mean that the Lord “hast lifted me up”?

Bible citation 17 Jesus raised Lazarus from the grave. Some suggested discussion points:

1. Lazarus was reported to be dead so why did Jesus refer to Lazarus’ condition as ‘sickness’?
2. What did Jesus mean this sickness was ‘for the glory of God’?
3. What does it mean to take ‘away the stone’ in this story? What does it mean to take ‘away the stone’ today? (Stone = hardness of heart)
4. What did Jesus do in verse 41 that showed his complete trust in God? Why is this idea important for us today?
5. What does the phrase “loose him, and let him go” mean in the story? Can this apply to us today? How? What could we ‘loosen’ and ‘let go’ in our lives?

S&H citation 21 How did Jesus restore Lazarus? How can we apply this concept today?

S&H citation 23 A good citation to discuss with students. Ask them how to apply this to their experience.

Section 6

Bible citation 18 what does “portion of mine inheritance” and “maintainest my lot” mean?

Bible citation 20 Discuss what this verse can mean to the student

S&H citation 25 What does “the days of our pilgrimage” mean?

What does it mean for us to have “dominion over all the earth”?

S&H citation 27 What does it mean that being “is holiness, harmony, immortality”?
What does it mean to “uplift the physical and moral standard of mortals”? How will
it “increase longevity” and “purify and elevate character”?

S&H citation 28 How would the student answer these two questions?

1. “Am I living the life that approaches the supreme good?”
2. “Am I demonstrating the healing power of Truth and Love?”

It may be helpful to break down and discuss what each questions means and then
discuss what steps they could take each day to improve.